

Management & Organizations 430

Fall Quarter 2004

Monday & Tuesday Evening

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Required Materials

Case packet of Professor Murmann

Catalogue Description

This course provides students with the social science tools needed to solve organizational problems and influence the actions of individuals, groups, and organizations. It prepares leaders to understand how to best organize and motivate the human capital of the firm, manage social networks and alliances, and lead strategic change. This will be accomplished through a knowledge of competitive decision-making, reward system design, team building, strategic negotiations, political dynamics, corporate culture, and strategic organization design.

Course Overview and Objectives

This course is concerned with building high performance systems to deal with the number one problem facing American organizations -- how to be more competitive in a global marketplace. It focuses not only on organizational level concepts such as organizational design and organizational culture, but also discusses some of the issues individual managers must address to be effective contributors to the organization. "What can I do to be effective in my immediate environment?" Every manager faces this question on a regular basis. An objective of this course is to provide analytic skills and strategies, substantive knowledge, and a professional sensibility that will increase your ability to take effective action in firms, agencies, and other organizations. The goal of this course is to enrich your "managerial mind," that is, the frameworks with which you think about how organizations work and the everyday challenges of managing. Course packet articles introduce key concepts from the social sciences for framing common organizational situations, problems, and aspirations. Case studies and text materials provide opportunities to apply behavioral theories, concepts, and research findings to particular situations and to hone your skills in problem defining and problem solving. Exams and other assignments ask you to consolidate your insights and practice analytic skills.

This course reflects a dual focus on practice and theory: requirements combine substantial reading, analysis, and assignments with opportunities to apply basic concepts and analytic approaches to a series of actual business and other organizations. The course focuses on problem diagnosis and problem solving around the major challenge managers face -- how do you build high performance organizations? Specifically, the course will help the manager better understand:

- 1) The nature of individual and group behavior **IN** organizations as it affects the manager's ability to work with others and make effective decisions;
- 2) The behavior **OF** organizations which includes how to better design organization units so that they are more productive and also how to deal with organizational change.

Course Assumptions

1. Organizations are not necessarily rational systems. There are no “objective facts” in organizations, only interpretations by people that perceive things from their individual perspective.
2. Leaders often over emphasize problem solving and under emphasize problem identification and solution implementation.
3. Leaders are more inclined to ask quantifiable questions than to seek out answers to more fuzzy, complex questions that reveal real strategic issues confronting the organization. The fact that you cannot quickly quantify a question may well indicate that you are now asking strategic questions that are truly important.
4. A key task for a leader is to learn to diagnose strategic issues confronting the organization and to challenge underlying assumptions on which strategy was developed.
5. A leader needs to have an understanding of theories so that he or she has the conceptual ability to understand complex and ambiguous situations. Only with the help of rigorous concepts can a leader develop and implement effective strategic solutions to organizational problems.

Evaluation

You will be evaluated on the basis of the following:

1.	Class participation	15%
2.	Mid-term exam	20%
3.	Group Project	30%
4.	Memo	5%
5.	Final exam	<u>30%</u>
		100%

The mid-term will be handed out in week 5 (Monday, October 18 or Tuesday, October 19). It will be a take-home open-book exam and due back in class the Monday, October 25 or Tuesday, October 26. The final will be take-home open-book and will be distributed on Monday, November 29 or Tuesday, November 30 and is due back during finals week, Monday, December 6 or Tuesday, December 7 by 7:00 PM in my downtown office. Based upon the honor code, you will be allowed 3 hours to answer both the mid-term and the final exam and take additional time to type them up if you desire to do so. Additional time beyond the 3 hours will be given to read the case with each exam prior to answering the assigned questions. The exams are to be a maximum of 3 typed pages (double-spaced, normal 1-inch margins, 12 point font).

For both exams, you will be given a case and a series of questions to answer about the case. In addition, the final exam includes a number of multiple choice questions about the course material. There will be severe penalties (one letter grade) for late mid-term and final exams. Grading of your essays is based on how well you diagnose the problems and on the quality and creativity of the solutions you generate given your knowledge of organization theory. The mid-term and final exams are to be individual efforts; please do not discuss your work with others. You may however prepare for the exams in study groups if you so desire before reading the case.

Criteria for Evaluation of all Written Work

As a manager you will have to be precise in your written communications. To do so, you need to organize your thoughts clearly and make your points with logic and supporting rationale. I will be looking for similar clarity for this course and will use the following criteria in evaluating all your written work:

1. Your presentation should be organized. What is the main point of your argument? You must demonstrate the logic of your answer. How do you get from A to B?
2. Support your arguments by using the reading and class material. Make explicit references. Remember, you are trying to convince an uninformed reader of the evidence supporting your position.
3. The quality of your own ideas is important. Show your own creative independent thinking as much as possible.

4. Be specific in your analysis. Clearly demonstrate why a point is or is not valid. In presenting a plan of action, be specific as to why it will work. Develop logical arguments. Remember, in an organization people are going to continually ask why you think the way you do. Don't assume anything on the part of the reader -- you must convince them.

Criteria for Class Participation

Class sessions combine lecture/discussion periods with case analysis and other exercises. Each session focuses on a particular organizational element or process. Readings, case preparation, and written assignments are substantial and continuous in a 10-week term. You should come to class prepared to summarize key points from the day's readings and to contribute to case analysis and general class discussion.

You are expected to read all the materials, and in your reading you should continually ask yourself the following two questions:

1. Do I understand the theory and/or principles of this material?
2. So what? What are its implications? How would I apply this as a leader?

You are asked to do this and it is expected that you will raise these questions as well as others during our class discussions. Remember that 15% of your grade is based on class participation.

I expect that you will attend every class and that you are prepared. Therefore, I will call upon individuals whether you volunteer or not. If it should become impossible for you to attend class, I want you to notify me ahead of time so that I can plan for it. I also expect you to be in class on time. Class participation is a very important part of the learning process in this course. You will be evaluated on the QUALITY of your contribution and insights. Quality comments possess one or more of the following attributes:

1. Offer a different, unique, and relevant perspective on the issue.
2. Contribute to moving the discussion and analysis forward.
3. Build on other comments, as too often leaders fail to listen to the comments of others.
4. Transcend the "I feel" syndrome; that is, they includes some evidence or analysis of inherent tradeoffs. Comments need to demonstrate some reflective thinking.

GROUP PROJECT ASSIGNMENT

Rationale

As a leader, you will spend a great deal of time working in teams, task forces or groups of some kind. Therefore, your success as a leader will depend on your ability to work effectively in a group situation. The class will be broken up into teams. Teams will be constructed by me based on geographical location to make it convenient for you to meet with your groups outside class.

Group Field Project

An important part of this course is its organizational audit. Student teams must find a willing *client*. With this client, the teams must identify a real (current or future) *performance problem* in the client's organization (e.g., absence of new products, customer dissatisfaction, slow growth, low profitability, etc.), *diagnose* the root causes of this problem and, in turn, develop a process by which the client can *intervene* to solve his/her organization's performance problem (both what to do and how to proceed).

These field projects must have several components:

1. Clarify who the client is. What is his/her position in the organization?
2. Identify your client's performance gap. You find out about your client's performance gap by inquiring about his/her goals for the organization and comparing it to the actual performance of the organization. Since your client may experience several performance gaps, make sure that you work on the most important one.
3. What are the fundamental *causes* of the performance gap? Given task requirements (please be clear here) pay particular attention to organizational, cultural, human resource, strategic, and executive leadership issues in your diagnosis. In your analysis use theories and concepts learned in this course. Please be certain to gather data within your client's area and between his/her area and any other interdependent areas (e.g., across functions, with suppliers, across divisions, etc.).
4. Given your diagnosis, what do you recommend to your client? *What* should he/she do, *how* should he/she proceed? In case your client has dealt with the problem successfully, what could he/she have done differently to obtain better results or to avoid unintended negative effects of the intervention?
5. Each project must have a *methods section* describing how you generated your data, who you interviewed, as well as any other sources used.
6. Each group project should have a one-page summary where your key observations, suggestions, and themes are succinctly discussed.
7. The length of your paper should be 10 to maximum 15 double-spaced pages (normal 1-inch margins, Times 12 point font), excluding tables and charts that present data.

Examples of *organizational audits* from previous quarters are posted on my web:

Milestones for Group Project

1. Week 3 (At the beginning of class):

- Write up a short memo on potential clients for your group project. For each client you want to provide the following information:
 - Client Name
 - Client Company
 - How many employees are reporting to the potential client (at least 15)?
 - How excited is your client about you doing an organizational analysis?

- Sign up during the class to meet with Professor Murmann to discuss the merits of each of the potential clients

2. No later than Week 6 (8 PM the night before class):

- Turn in a four-line memo with the following information:
 1. Name of client and his or her position in the organization
 2. The most important performance goal of client for his or her organization
 3. The actual performance of the client's organization in terms of the performance goal.
 4. The Performance Gap of the client's organization (=performance goal minus actual performance)

Examples of four-line memos will be posted on class web site under the group project link.

3. No later than Week 8 (8 PM the night before class)

- Turn in causal diagram analyzing your performance gap of your client's organization.

Examples of causal diagrams will be posted on class web site under the group project link.

4. Week 9 (At the beginning of class):

- Turn in the group project and an artwork representing your group

INDIVIDUAL ASSIGNMENT

You will also turn in on Monday, November 29, or Tuesday, November 30, an individual memo (1 double-spaced page, normal 1-inch margins, Times 12 point font) that identifies the key concept and lesson you learned in class and that explains *why* and *how* they will make you more effective in your career.

You are strongly encouraged to write about one concept. Make sure that you explain the concept and describe how you are going to use it.

This memo will count 5% toward your grade.

I. INTRODUCTION

9/26 or 9/27

Readings:

A. What Went Wrong? Behavior of Organizations.

1. Pfeffer, J. and J. Veiga. "Putting People First," *Academy of Management Executive*, Vol. 12, No. 2 (1999).
2. Nadler, David and Michael Tushman. "Competing by Design: The Power of Organizational Architecture." Chapter 2
3. John Holloway. "Southwest Airlines: A Case Study Linking Employee Needs Satisfaction and Organizational Capabilities to Competitive Advantage." *Human Resource Management*, Vol 35, Number 4, pp. 513-534
4. Godsey. "Slow climb to New Heights." *Success Magazine*, October 1996, pp. 20-26

Handouts: The Congruence Model" and other course materials

CASE: PEOPLE EXPRESS AIRLINE: RISE AND DECLINE

Case Discussion Questions:

1. Use the congruence model from the Nadler and Tushman reading to analyze the strengths and weaknesses of Peoples Express.
2. What are the strengths of PE's design in its early years? (1981-82).
3. What are the liabilities of PE's initial strategy and organizational design as it entered into 1982 and beyond? What went wrong? What role did culture play in the decline of PE?
4. How would you evaluate Burr's leadership style between 1981-1983 and 1984-1985? What were his strengths and weaknesses during those two periods? What were the leadership challenges of explosive growth and how did he handle these?
5. What were the leadership challenges of explosive growth and how did he handle these?
6. What specific things could Burr have done in 1983-84 to save PE?
7. What are the similarities and differences between People Express and Southwest Airlines?

II. MANAGERIAL DECISION MAKING

10/4 or 10/5

Sign in both for the student database and the class discussion list. See information sheet handed out during first class.

Readings:

1. "Decision Making" by George and Jones. In *Understanding and Managing Organizational Behavior*, 2nd edition, 1999, 487-501. Reading, Massachusetts: Addison-Wesley.
2. Bazerman, M.H. "Introduction to Managerial Decision Making," and "Biases," pp 11-41 in Judgment in Managerial Decision Making, 4th edition. New York: Wiley (1998).

CASE DISCUSSION:

CARTER RACING

Case Discussion Questions:

1. Hand in your decision at the beginning of class - should the Carters race or not? You should be prepared with a rationale for your decision.

ONE PAGE OUTLINE OF GROUP PROJECTS DUE NEXT WEEK.

III. GROUP DECISION MAKING AND TEAMWORK

10/11 or 10/12

Due at beginning of class: One page outline of group projects.

Readings:

1. "Teams in Organizations: Facts and Myths," L. Thompson," Chapter 1 of Making the Team, 2000.
2. "Conflict: An Important Dimension in Successful Management Teams," in Amason, Hochtwater, Thompson and Harrison, Organizational Dynamics (1995), pp. 20-35.
3. "Teamwork Inside and Out," D. Rousseau, Business Week Advance, Vol. 3, 1993.

SIGN UP WITH PROF MURMANN TO MEET NEXT WEEK ABOUT GROUP PROJECTS.

IV. STRATEGIES FOR MANAGING ORGANIZATIONAL CULTURE

10/16 (Attention this class is on Saturday 9 AM)

Readings:

A. Components of Culture

1. "Corporations, Culture, and Commitment," C. O'Reilly, California Management Review, Summer, 1989. pp. 9-25.

B. International Dimensions

2. "Motivation, Leadership, and Organization: Do American Theories Apply Abroad," G. Hofstede, Transnational Management, C. Bartlett and S. Ghoshal, eds, Irwin, 1995.
3. "What does Mickey Mouse mean to you?" M. Y. Brannen and J. Wilson, III, Financial Times, April 26, 1996, p. 14
4. "The next Magic Kingdom: Future Perfect," David Remnick, The New Yorker, 1998, pp. 110-124 [optional]

CASE DISCUSSION:

EURO DISNEY: THE FIRST 100 DAYS

Case Discussion Questions:

1. What business is Disney's theme parks in ? Why do people go there?
2. What are the Key Success Factors and Core Competencies for Disney's theme parks?
3. What are some of the major problems facing EuroDisney? What role does culture play here?
4. What are the similarities and differences between launch and operation of Tokyo Disneyland and EuroDisney?
5. **(GP)** Why was Tokyo Disneyland so successful given cultural differences between U.S. and Japan? Why was the launch of EuroDisney in France not as successful?
6. **(GP)** What lesson can we learn from Disney's experience that can provide insights into understanding the successful operation of global organizations?

V. STRATEGIES FOR MOTIVATING PERFORMANCE

10/18 or 10/19

Readings:

A. Motivation

1. "Learning and Motivation" in Organizational Behavior: A Management Challenge, G. Northcraft & M. Neale, Chapter 4 NOTE: Think about how you would use each motivation theory as a manager and also some real life examples of the theory in use.

CASE DISCUSSION: (GP)

"When a New Manager Stumbles, Who's at Fault?" Harvard Business Review, March-August, 1996.

B. Managing Diversity

1. "Self-fulfilling Stereotypes," pp 195-201 in H.J. Levitt, L.R. Pondy and D.M. Boje (eds), Managerial Psychology, University of Chicago Press. 1989.
2. "Tapping the Power of Diversity," W. Baker, in Networking Smart, (1994) pp. 146-168 [Optional Reading]

Guidelines for Readings on Diversity:

1. How are stereotypes formed?
2. How are stereotypes maintained?
3. What impact do stereotypes have on the recipient? Focus on theory of behavioral confirmation.
4. Think about how these readings link up with expectancy theory?

Case Discussion Questions:

1. (GP) Why is Goldstone a poor performer? How would you explain it using the motivation theories and the congruence model?
2. What responsibility does Bulwark's senior managers have in contributing to Goldstone's poor performance? What mistakes did MacKinley and Ludlow make?
3. What are the similarities and differences in criteria for success between a sales representative and a sales manager?
4. If you were Goldstone's boss, what advice would you give him to improve his performance?
5. (GP) Develop an action plan for what Bulwark Securities needs to do to develop a more effective management development system.

VI. STRATEGIES FOR MAINTAINING PERFORMANCE

10/25 or 10/26

Due today at beginning of class: MID-TERMS

Readings:

A. Maintaining Performance

1. HBS Note on Performance Appraisal.
2. "Managing with Self-Affirmation Theory," Johann Peter Murmann, Kellogg Graduate School of Management Case. 2000. [Will be handed out in class.]

B. Performance Feedback Exercise - to be handed out in class

CASE DISCUSSION:

OLD COLONY ASSOCIATES + EUGENE KEARNEY + JAMES CRANFIELD

Case Discussion Questions:

1. Read the cases and the orientation sheet for the video to be shown in class.
2. Reflect on the following:
 - If you were Cranfield how would you conduct the interview?
 - If you were Kearney, how would you prepare for the interview, what are you expecting, and what would allow you to come out of it more motivated?

HANDOUT Tech Park CASE ROLES TO GROUPS

VII. STRATEGIES FOR NEGOTIATION AND CONFLICT RESOLUTION

11/8 or 11/9

CASE DISCUSSION:

Tech Park Case (SPECIFIC ROLES TO BE HANDED OUT)

Readings:

A. Conflict and Negotiations in Organizations

1. "Thinking Rationally About Negotiation," and "Rational Strategies for Creative Integrative Agreements," in Max H. Bazerman and Margaret A. Neale, 1992. Negotiating Rationally. New York: Free Press
2. "What makes global negotiations different," by L. Acuff. In How to Negotiate Anything with Anyone Anywhere Around the World. 1993.

Case Discussion Questions:

1. Know the background material on the Tech Park negotiation before coming to class.

VIII. POWER, POLITICS, AND INFLUENCE

11/15 or 11/16

Readings:

1. "Sources of Power", Jeffrey Pfeffer, 1992, pp. 69-81, in Managing with Power.
2. "Informal Networks: The Company Behind the Chart," D. Krackhardt & J. Hanson, Harvard Business Review, Vol. 71, #4, 1993.
3. "The Social Capital of Entrepreneurial Managers" In Financial Times, May 10, 1996.
4. "Weapons of Influence" and "Reciprocation", Robert B. Cialdini, 1995, pp. 1-57, in Influence: How And Why People Agree To Things. [Optional Reading]

CASE DISCUSSION:

Managing Xerox's Multinational Development Center (abridged version)

Case Discussion Questions:

1. What are John Clendenin's personal goals? What are his business goals at Xerox?
2. **(GP)** What obstacles did he confront in accomplishing these objectives? What strategies and tactics did Clendenin utilize to overcome the barriers and accomplish his objectives?
3. **(GP)** In light of what you know about social capital, how should Clendenin respond to Hewitt's offer relative to staying at MDC or leaving? What factors should he consider in his decision?

Guidelines for Readings on Power:

1. Why is power important?
2. Where does power come from (i.e. sources of power)?
3. Come prepared to class to discuss the following concepts: structural holes in a network, the informal organization, trust networks, social capital, redundant ties, referral benefits of structural holes

IX. ORGANIZATION DESIGN

11/22 or 11/23

Due at beginning of class: Group project reports.

Readings:

A. Choosing the Correct Structure

1. "Note on Organization Structure," HBS Note, pp 1-11.
2. "Managing the 21st Century Network Organization," C. Snow, R. Miles & H. Coleman, Organizational Dynamics, Winter, (1992).
[Optional Reading]

CASE DISCUSSION:

JACOBS SUCHARD: REORGANIZING FOR 1992

Case Discussion Questions:

1. What does globalization mean? What are the implications for companies like Suchard?
2. **(GP)** What was wrong with the old structure at Suchard and why was there a need for change?
3. **(GP)** Which of the proposed organization designs would you choose? What is your rationale? What assumptions do you make in your choice of a particular design?
4. How would you respond to these task force reports as a general manager, junior person in a country office, or a global brand sponsor?
5. What are the necessary requirements for making the organization design work at Suchard? What is the difference between the skills you need for the old versus new Suchard?

X. LEADERSHIP AND ORGANIZATIONAL CHANGE

11/29 or 11/30

Due at beginning of class: Individual memos on key concept

Readings:

A. Managing the Change Process

1. "Leading Change: Why Transformation Efforts Fail," Harvard Business Review, Vol. 13, (2), 1995, J. Kotter.
2. "What Makes A Leader," D. Goleman, Harvard Business Review, Vol.76, No.6, (1998)

CASE DISCUSSION:

CHARLOTTE BEERS AT OGILVY & MATHER WORLDWIDE (A)

Case Discussion Questions:

1. What were the major problems that Ogilvy and Mather was facing when Charlotte Beers became CEO?
2. What were her biggest challenges? What was her "taking charge" strategy? How effective was she? How would you evaluate Beer's first few months?
3. **(GP)** What is the new vision of Ogilvy and Mather that is developed under Charlotte Beer's stewardship? Is the vision clear, feasible, and motivational?
4. **(GP)** Particularly with respect to creating a vision, how would you evaluate the dynamics and consequences in the meetings in Vienna, Chewton Glen and Doral Arrowhead in moving the change effort forward?
5. What are the key challenges facing Beers at the end of the case? Develop an action plan for her.
6. How would you evaluate Beers as a leader? What are her strengths and weaknesses? What would it be like working for her?

**FINAL EXAM IS HANDED OUT AT END OF LAST SESSION AND IS DUE
BACK December 6 or December 7, BY 7 PM in Class
FORMAT - TAKE-HOME OPEN-BOOK 3 HOURS**

SUPPLEMENTARY READINGS FOR M&O 430

General

Competitive Advantage Through People: Unleashing the Power of the Workforce. J. Pfeffer (1996). Harvard Business School Press, MA.

Built to Last. J. Collins and J. Porras (1994). Harper Business, New York, NY.

Second to None: How Our Smartest Companies Put People First. C. Garfield (1992). Business One, Irwin, Homewood, IL.

Intellectual Capital: Realizing Your Company's True Value by Finding Its Hidden Brainpower. L. Edvinsson and M. Malone (1997). Harper Business, New York, NY.

Fit, Failure, and the Hall of Fame. R.E. Miles and C.C. Snow (1994). The Free Press, New York, NY.

The Tipping Point: How Little Things Can Make a Big Difference. Malcolm Gladwell (2000). Little Brown and Company.

Conflict and Negotiation

Negotiation. R.J. Lewicki, J.A. Litterer, J.W. Minton, D.M. Saunders (1994). Irwin.

Negotiating Rationally. M. Bazerman and M. Neale (1992). The Free Press, New York, NY.

Getting Disputes Resolved. W. Ury, J. Brett, & S. Goldberg (1988). Jossey-Bass, San Francisco, CA.

Culture

The Character of a Corporation. R. Goffee and G. Jones (1998). Harper Business, New York, NY.

Corporate Culture and Performance. J. Kotter and J. Heskett (1992). Free Press, New York, NY.

Organizational Culture and Leadership. E. Schein (1992). Jossey-Bass, San Francisco, CA.

Diversity

The New Leaders: Leadership Diversity in America. A. Morrison (1996). Jossey-Bass, San Francisco, CA.

Making Diversity Happen: Controversies and Solutions. A. Morrison, M. Ruderman, M. Hughes-James (1993), Center for Creative Leadership, Greensboro, NC.

Groups and Decision Making

Making the Team. Leigh Thompson (2000). Prentice Hall, Upper Saddle River, NJ.

Judgment in Managerial Decision Making, 4th edition. Max Bazerman (1998). John Wiley & Sons, New York, NY.

Teams at the Top: Unleashing the Potential of Both Teams and Individual Leaders. J. Katzenbach (1998). Harvard Business School Press, Boston, MA.

Designing Team-Based Organizations. S. Morhman, S. Cohen, A. Mohrman (1995). Jossey-Bass, San Francisco, CA.

Team Effectiveness and Decision Making in Organizations. R. Guzzo, E. Salas et al. (1995). Jossey-Bass, San Francisco, CA.

Human Resource Management

Human Resource Champions. D. Ulrich (1997). Harvard Business School Press, Boston, MA.

Strategic Human Resources. J.N. Baron & D.M. Kreps (1999). John Wiley & Sons, Inc., New York, NY.

Interesting Corporate Histories

Nuts! Southwest Airlines Crazy Recipe for Business and Personal Success. F. Freiberg and J. Frieberg (1996). Bard Press, Austin, TX.

Show Stopper: The Breakneck Race to Create Windows N.T. and the Next Generation at Microsoft. G. Zachary (1994). The Free Press, New York, NY.

The New GE: How Jack Welch Revived an American Institution. R. Salter (1993). Irwin, Homewood, IL.

Leadership

Emotional Intelligence. D.P. Goleman (1995). Bantam Books.

A Force for Change: How Leadership Differs from Management. J. Kotter (1990). The Free Press, New York, NY.

Learning to Lead: The Art of Transforming Managers into Leaders. J. Conger (1992). Jossey-Bass.

Motivation

The Talent Solution: Aligning Strategy and People to Achieve Extraordinary Results. E. Gubman (1999). McGraw Hill, New York, NY.

Job Shift: How to Prosper in a Workplace Without Jobs. W. Bridges (1994). Addison Wesley, Reading, MA.

Job Satisfaction: How People Feel About Their Jobs. C. Cranny, P. Smith & E. Stone (1992). Lexington Books, New York, NY.

Multinational Management

Managing Across Cultures. S. Schneider and J-L Barsoux, (1997). Prentice Hall, New York, NY.

The Differentiated Network: Organizing Multinational Corporations for Value Creation. N. Nohria and S. Ghoshal (1997). Jossey-Bass, San Francisco, CA.

How to Negotiate Anything with Anyone Anywhere Around the World. F. Acuff (1993). AMACOM, American Management Association, New York, NY.

International Dimensions of Organizational Behavior. Adler, N.J. (1996). South-Western Publishing.

Networks

Structural Holes: The Social Structure of Competition. R. S. Burt (1992). Harvard University Press, Cambridge, MA.

Networking Smart: How to Build Relationships for Personal and Organizational Success. W. Baker (1994). McGraw-Hill, New York, NY.

Organizational Change

The Dance of Change. P.M. Senge (1999). Currency Doubleday, New York, NY.

Leading Change. J.D. Kotter, (1996). Harvard Business School Press, Boston, MA.

Leading Corporate Transformation. R. Miles (1997). Jossey-Bass, San Francisco, CA.

Winning Through Innovation : A Practical Guide to Leading Organizational Change and Renewal. M.L. Tushman and C.A. O'Reilly (1997). Harvard Business School Press, Boston, MA.

Managing the Merger -- Making It Work. P. Mirvis & M. Marks (1992). Englewood Cliffs, NJ.

Growing Pains: How to Make the Transition from an Entrepreneurship to a Professionally Managed Firm. E. Flamholtz (1990). Jossey-Bass, San Francisco, CA.

Organizational Design

Competing by Design: The Power of Organizational Architecture. M.L. Tushman, M.B. Nadler and D.A. Nadler (1997). Oxford University Press.

Designing Organizations: An Executive Briefing on Strategy Structure and Process. Jay Galbraith (1995). Jossey-Bass, San Francisco, CA.

Organizational Learning

Knowledge for Action: A guide to overcoming barriers to organizational change. C. Argyris (1993). Jossey-Bass, San Francisco, CA.

Learning in Action: A Guide to Putting the Learning Organization to Work. D.A. Garvin (2000). Harvard Business School Press, Boston, MA.

The Fifth Discipline: The Art and Practice of the Learning Organization. P. Senge (1990). Doubleday, New York, NY.

Power and Influence

Managing with Power: Politics and Influence in Organizations. J. Pfeffer (1996). Harvard University Press, Boston, MA.

Power In and Around Organization. H. Mintzberg (1983). Prentice Hall, Englewood Cliffs, NJ.

Influence: The Psychology of Persuasion. R.B. Cialdini (1993). Harper Collins, New York, NY.